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ABSTRACT

The School Environment Inventory (SEI), an instrument for characterizing classroom environments, consists of 23 scales subsumed under five major headings: (a) curriculum, (b) predominant mode of teaching, (c) degree and mode of organization of teaching, (d) quality of teacher's relationship with children, and (e) characteristics of the physical environment. The inventory was designed to distinguish between primary grade classrooms in which the teacher's ideology and teaching methods varied from traditional to open and progressive, in order to meet the needs of the Differentiated Child Behavior Observation System. Because the SEI makes explicit some crucial teaching dimensions, it is expected to be useful as an independent instrument, not only for characterizing classroom environment in research studies, but also for training and supervising teachers and paraprofessionals. (Author)

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THE SOCIAL ENVIRONMENT INVENTORY

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The School Environment Inventory, an instrument for characterizing classroom environments, consists of seventy-seven scales subsumed under five major headings: (1) Curriculum; (2) Predominant mode of teaching; (3) Degree and mode of organization of teaching; (4) Quality of teacher's relationship, interaction with children; and (5) Characteristics of the physical environment.

The Inventory was designed to distinguish between primary grade classrooms in which the teachers' ideology and teaching methods varied from traditional to open and progressive in order to meet the needs of a specific study.[1]

Because the S.E.I. makes explicit some crucial teaching dimensions, it is expected to be useful, as an independent instrument, not only for characterizing classroom environment in research studies, but also for training and supervising teachers and paraprofessionals.

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1. The Differentiated Child Behavior Observation System, supported by a grant (F72-426) from the Ford Foundation. Previous work on this instrument was supported by a grant (R000-1411) from the Office of Economic Opportunity.

Primary Environment Inventory
Table of Contents

I. Curriculum

Content of Curriculum

Scale 1. Richness of Curriculum

II. Fundamental Mode of Exercise

Scale 2. Degree of Integration of Curriculum
Scale 3. Emphasis on Content-Mastering Mode

Orientation to Subjects in the Teaching Process of Curriculum

Scale 4. Commitment to Teaching Process vs. Content Mastery
Scale 5. Emphasis on Rote Learning
Scale 6. Encouragement of Curiosity, Exploration, Experimentation
Scale 7. Emphasis on a Variety of Cognitive Skills, Processes and Styles
Scale 8. Range of Verbal Response and Expression Accepted, Encouraged or Stimulated

III. Degree and Kind of Organization of Exercise

Scale 9. Degree to which Learning is Individual or on Individual Basis
Scale 10. Degree of Organization
Scale 11. Degree to which Children are Allowed to Pursue Goals and Activities
Scale 12. Flexibility of Room Arrangement and Use

IV. Quality of Teacher's Relationship, Interaction with Children

Scale 13. Nearness of Teacher
Scale 14. Personal-Impersonality of Conduct of Class
Scale 15. Degree to which Teacher Acts Toward Children in a Positive-Warm Manner
Scale 16. Approval-Disapproval Expressed by Teacher
Scale 17. Degree to which Teacher Explains Behavior

V. Characteristics of the Physical Environment

Scale 18. Size of Room
Scale 19. Room Arrangement (Environment vs. activity-personnel)
Scale 20. Appearance of Room: Clutter/Spaciness
Scale 21. Cheerfulness of Room
Scale 22. Display of Children's Products
a. Number
b. Variety
c. Emphasis on Display Not On
Scale 23. Displays Other than Children's Products
a. Number
b. Variety

1. [illegible]

Content of Participation

1. Verbal behaviors:

Language - Reading
Writing
Speaking
Listening
Singing
Original (not any of the above)

Arithmetic

2. Creative-expressive activities:

Music (playing or listening to)
Instrument, Which
Art - painting, sculpture (clay, wood or other), home hobby, etc.
Writing or reciting poems and stories

3. Crafts:

Sewing, cooking, carving and woodwork, metal work, pottery, ceramics, rugs, paper-making, making kites, etc.

4. Social Studies:

Study of the social-economic-cultural difference, how, groups in Britain, and people's interaction with it.

5. Sciences:

Any activity involving reading about, observation, experiments, explorations, manipulation, discussion of all physical environment events, concepts, people, things, material and living organisms, how it works, etc.), including experiences derived in school or site of programme.

6. Play:

Symbolic play, dramatizations based on children's own ideas, at school, at home or play, street building, games of chance or skill, sports, etc.

7. Other meetings:

Planning activities (work, play) or getting into difficulties
Find out facts
Find solutions to it, (short answer)
Discussion of any of the above

8. Other:

Entering, leaving or copying pictures, writing and reading, learning and other exercises, games involving physical exercise or dexterity.

[illegible]

Artikel 1. [illegible]

1. [illegible]

[illegible]

2. [illegible]

[illegible]

3. [illegible]

[illegible]

4. [illegible]

[illegible]

5. [illegible]

[illegible]

[illegible]

II. (cont.)

Scale 8. Range of Verbal Response and Expression Accepted, Encouraged or Stimulated by T

1. Very wide range

Cues
T accepts and may encourage or stimulate verbal expression of child's personal experiences and associations (including metaphorical ones), taking off from content being taught or discussed but going farther afield.

T accepts and may encourage or stimulate verbal expression of feelings not necessarily related on a manifest level to content under discussion.

In a group discussion, T is more likely to be a participant-guide, not the major question-asker.

2. Wide range

3. Moderately wide range

Cues
T accepts and may encourage or stimulate verbal expression of child's personal experiences and associations related directly to subject matter being taught or discussed.

T accepts and may encourage or stimulate verbal expression of feelings on a superficial level which are related to subject matter being taught or discussed.

4. Less narrow range

Cues
Although T's aim is to get answers to her questions, she accepts a certain amount of discursiveness and rambling on the children's part before reminding them of the question she wants answered.

Occasionally accepts expression of feeling and personal associations.

5. Narrow range

Cues
T accepts only direct responses to her questions, which tend to be closely related to the content. In a group activity, this may take the form of a question-answer period with T asking the questions and the children answering.

T discourages responses which might lead to expression of negative feeling.

T accepts only those questions or comments which are directly related to the subject matter being taught or discussed.

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III. DEGREE AND MODE OF ORGANIZATION OF TEACHING

Scale 9. Degree to which Teaching is Conducted on an Individual Basis

1. Very high: Teaching is conducted primarily on an individual basis.

   Cues

   Teacher spends much of her time working with individual children.

   Assigned work is tailored to individual child.

   Teacher may work with small groups on joint projects (e.g., an experiment or mural) or on a common problem area (e.g., children all have difficulty with a particular kind of math problem).

   Teacher may limit work with large groups or the whole class to presenting new work, discussions, meetings, reading a story and similar activities.

   There are large periods of time when children are working on their own, individually or in groups, except when they have questions and need help from the teacher.

2. High: A large proportion of the teaching is conducted on an individual basis.

3. Medium: Teaching is conducted about equally on an individual and group basis.

   Cues

   Teacher sometimes works with individual children, helping them with their work as well as checking it.

   Drill is conducted in groups and/or with the whole class, but children also work individually on workbooks, worksheets or on other curricular activities.

4. Low: Little teaching on an individual basis.

5. Very low: Teaching is conducted primarily on a group basis.

   Cues

   Since much of the drill in skill subjects is conducted in groups or with the whole class, teaching of children individually is very limited and involves checking their work and responding to questions or requests for help.

   There is very little opportunity for children to work without teacher-direction or teacher-involvement.

   Teacher frequently gives the same assignment to all children.

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III. (cont.)

Scale 10. Degree of Organization

1. Very high

Cues

T seems to know exactly what she is going to do and when and how she is going to do it.

All necessary materials are prepared and available.

The sequence in which T presents material is logical and well-ordered.

T's directions are given in logical order.

When children work at their own rate or on different content or projects, the T is aware of where they are and is prepared for the next step.

When necessary, T makes plans with children for future activities (e.g., a party or trip).

2. High

Cues

Most of the time T seems to know what she is going to do and when and how she is going to do it.

The sequence in which she presents material is usually logical and well-ordered.

Her directions are generally given in logical order.

Necessary materials are usually prepared and available.

or

Teacher is very well organized, but there is little individualization of teaching and/or teacher tends to teach directly from Teacher Guides.

3. Medium

Cues

T may know what she is going to do and how, but some necessary materials may not have been prepared in advance and must be taken care of by T at the last minute.

There are times when T's presentation of materials or directions is not in logical order.

T may be prepared sometimes and not at others.

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III. Scale 13 (cont.)

There may be times when children are not able to proceed with their individual work because T is not up to date or does not have a clear idea of the next step.

T is well-organized but there is little individualization of teaching and/or T tends to teach directly from Teacher-Guides.

4. Low

Cont:
T frequently does not seem to know what she is going to do.

There may be periods in which children are waiting around with nothing to do and T appears to be unaware of this.

Necessary materials are not prepared in advance.

T's lack of preparation may be evidenced in the lack of logical sequence in which she presents material or gives directions to the children.

5. Very low

Cont:
T is confused, disorganized.

Materials are not prepared in advance.

There is clear evidence of lack of planning and lack of logical sequence in her presentation of material and giving directions to the children.

III. (cont.)

Scale II. Degree to which Children are Allowed to Choose Their Own Activities

1. Very High

Case
Except for special scheduled activities (e.g., art, music, trips), children may choose their activities during a considerable part of the school day.

2. High

Case
Except for special scheduled activities, children may choose their activities during a large part of the school day. There is little restriction on the type of activity they are allowed to choose.

3. Medium

Case
During certain parts of the day, when there are no special scheduled activities, the children are allowed to choose their activities.

There may, however, be some restrictions on choice of activities other than skill subjects. The reasons for restrictions may vary, e.g., too much trouble or mess, punishment for "bad" behavior, or limits on the number of children for each activity.

4. Low

Case
Occasionally children are allowed to choose their own activities. Choice may be limited to a very few activities and a short period.

5. Very low

Case
T seldom or never allows children to choose their own activities. T generally determines what the children will do and for how long.

XXI. Level 3

Scale 15. Flexibility of form arrangement and use

1. Very High

Type
Children may not have own desks.

Work areas are set up for specified activities but can be used for other activities.

There is flexibility of movement, depending on needs of the children and the work, within the room and in the hall, in session usual if it be adjacent to the classroom.

2. High

Type
Children may not have own desks.

Work areas are set up for specified activities but can be used for other activities.

There is flexibility of movement within the classroom.

The hall may be used as additional work space.

3. Medium

Type
Children may not have own desks.

Work areas are set up for specified activities and may/ or be used more easy.

The hall may be used as additional work space.

4. Low

Type
Children have own desks. They may move to other desks for children and activities, but movement is limited.

5. Very Low

Type
Children have their own desks and sit in them most of the time.

[illegible] [illegible]

[illegible]

Scene 10: [illegible]

1. Tracy Leigh

[illegible]

2. Ryan

3. Madison

[illegible]

4. Jade

5. Mary Jane

[illegible]

Ch. Index 1

Index 1: Symbols/Abbreviations and Acronyms

1. Text: optional

2. Optional

3. Secondary Structure

4. Protocol

5. Page Element

Table

Table 1: Symbols of Chemical Elements

Symbol	Name
Ac	Actinium
Ag	Silver
Al	Aluminium
Am	Americium
Ar	Argon
As	Arsenic
At	Astatine
Au	Gold
B	Boron
Ba	Barium
Be	Beryllium
Bh	Bohrium
Bi	Bismuth
Bk	Berkelium
Br	Bromine
C	Carbon
Ca	Calcium
Cd	Cadmium
Ce	Cerium
Cf	Californium
Cl	Chlorine
Cm	Curium
Co	Cobalt
Cr	Chromium
Cs	Caesium
Cu	Copper
Db	Dubnium
Ds	Darmstadtium
Dy	Dysprosium
Er	Erbium
Es	Einsteinium
Eu	Europium
F	Fluorine
Fe	Iron
Fm	Fermium
Fr	Francium
Ga	Gallium
Gd	Gadolinium
Ge	Germanium
H	Hydrogen
He	Helium
Hf	Hafnium
Hg	Mercury
Ho	Holmium
Hs	Hassium
I	Iodine
In	Indium
Ir	Iridium
K	Potassium
Kr	Krypton
La	Lanthanum
Li	Lithium
Lr	Lawrencium
Lu	Lutetium
Md	Mendelevium
Mg	Magnesium
Mn	Manganese
Mo	Molybdenum
Mt	Meitnerium
N	Nitrogen
Na	Sodium
Nb	Niobium
Nd	Neodymium
Ne	Neon
Ni	Nickel
No	Nobelium
Np	Neptunium
O	Oxygen
Os	Osmium
P	Phosphorus
Pa	Protactinium
Pb	Lead
Pd	Palladium
Pm	Promethium
Po	Polonium
Pr	Praseodymium
Pt	Platinum
Pu	Plutonium
Ra	Radium
Rb	Rubidium
Re	Rhenium
Rf	Rutherfordium
Rh	Rhodium
Rn	Radon
Ru	Ruthenium
S	Sulfur
Sb	Antimony
Sc	Scandium
Se	Selenium
Sg	Seaborgium
Si	Silicon
Sm	Samarium
Sn	Tin
Sr	Strontium
Ta	Tantalum
Tb	Terbium
Tc	Technetium
Te	Tellurium
Th	Thorium
Ti	Titanium
Tl	Thallium
Tm	Thulium
U	Uranium
Uuh	Ununhexium
Uuo	Ununoctium
Uup	Ununpentium
Uuq	Ununquadium
Uus	Ununseptium
Uut	Ununtrium
V	Vanadium
W	Tungsten
Xe	Xenon
Y	Yttrium
Yb	Ytterbium
Zn	Zinc
Zr	Zirconium

[illegible]

[illegible] [illegible] [illegible] [

제 1 과목 :

[문제 1] [illegible]

① [illegible]

② [illegible]

③ [illegible]

④ [illegible]

⑤ [illegible]

[문제 2] [illegible]

① [illegible]

② [illegible]

③ [illegible]

④ [illegible]

⑤ [illegible]

Additional Scales

1. Punitiveness: Use of sarcasm, shaming, strong criticism; hurting a child--though not necessarily consciously--when holding, moving him; use of physcial punishment.

2. Consistency: Stability--of mood, of affectional relationship with children, of mode and quality of control.

   Inconsistency: Inconsistency in affectional relationships with children, in ability to control feelings, in the mode and quality of control; observable mood swings; manifested in impulsive changes in program or previously-made decisions.

3. Mature: T tends to be well-controlled emotionally, natural in manner, realistic.

   Immature: T tends to be self-pitying, complaining, demanding; frequently concerned with own needs, desires, feelings, and not the children's.

4. Involvement: Refers to T's interest and investment in:

   (1) the teaching role; includes development of curriculum, relationships with children, organization of physical space

   (2) the children: their growth and development (physical, social-emotional, intellectual)

   (3) the teacher's own growth and development as a teacher.